

**Reaching Every Learner**



**Case Study Video**

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**Savannah is 11 years old and attends a general 5th grade classroom.**

**She enjoys using the computer, dancing, and hanging out with her friends.**

**Savannah loves school even though it takes her more time and repetition to learn new skills.**

**She has difficulty with math and spelling and receives extra support.**

**Savanah does best with concrete tasks, individualized modifications, and related services.**

**Meet Savannah**

Center for Parent Information and Resources - www.parentcenterhub.org

Centers for Disease Control and Prevention (CDC) – www.cdc.gov

Brain Injury Association of America – www.biausa.org

National Resource Center for Traumatic Brain Injury – www.tbinrc.com

US Department of Education, IDEA Disability Categories - Idea.ed.gov

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| **Academic**   * Early Intervention * Related Services * Individualized and Flexible Supports * Task Analysis * Opportunities for Success | **Behavioral**   * Consistent Routines * Identify Strengths and Interests * Functional Behavior Assessment * Positive Behavior Intervention Plan | **Social / Communication**   * Social Skills Instruction * Visual Cues * Peer Modeling * Functional Communication System * Assistive Technology * Quiet Area |

* An acquired injury to the brain caused by external force resulting in total or partial functional disability and/or psychosocial impairment that adversely affects educational performance.
* Impairments one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.
* May have physical or cognitive deficits or social, behavioral, emotional problems.
* Can range from mild to severe. More challenges may become evident as the child gets older and is expected to use his/her brain for more complex thinking.

**Traumatic Brain Injury**

Best Practices

Characteristics

References and Resources